CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, emphasizing the role of vocabulary in English acquisition, challenges in Indonesian elementary schools and the potential of KidsTV123 as a teaching tool. It covers reasons for topic selection, research questions and objectives focused on implementation and effectiveness, and the theoretical, practical, and pedagogical significances of the study.

1.1 Background of The Study

Vocabulary plays a crucial role in English language acquisition. As Richards and Renandya (2002) explain, vocabulary is a core component of language proficiency that provides the basis for learners ability to listen, speak, read, and write effectively. Without sufficient vocabulary knowledge, learners struggle to comprehend or express ideas effectively (Alqahtani,2015; Schmitt, 2000). Vocabulary is not just a list of words, but an essential element that supports communication competence. Learners who lack adequate vocabulary knowledge often find it difficult to participate in conversations, understand reading texts, or produce meaningful writing.

In the Indonesian context, many elementary students face difficulties in mastering English vocabulary, particularly in understanding pronunciation, spelling, meaning. These chall enges often stem form limited exposure to English, lack of engaging learning media, and reliance on teacher-centered methods (Sari & Margana, 2019; Fitriani, 2021). Moreover, vocabulary learning in many Indonesian classrooms tends to emphasize rote memorization, where students only remember word meanings without learning proper

pronunciation or spelling. This results in passive vocabulary knowledge that cannot be used actively in communication. As Cameron (2001) emphasizes, young learners need vocabulary learning that is contextual, repetitive, and supported by visual and auditory stimuli to make the learning process meaningful and enjoyable.

Similar issues are observed at SDN Klepu 04, a public elementary school located in a rural area of Central Java, Indonesia. The school serves students from local communities with limited exposure to English outside the classroom. Preliminary observations conducted in August 2025 showed that 4th-grade students struggled with basic English vocabulary such us colors, animals, and daily objects. They often mispronounced words and had difficulty pronunciation, spelling, and meaning them correctly. The classroom atmosphere was mostly teacher-centered, where the teacher explained word meanings and asked students to repeat or copy word lists in their notebooks. This method, although traditional, often led to boredom and low motivation among students. Teaching vocabulary at this level becomes challenging because teachers must not only introduce new words but also help students remember pronunciation, spelling, and meaning in an engaging and interactive way (Linse & Nunan, 2005).

In response to these challenges, digital platforms such as “YouTube” offer alternative solutions for language instruction. “KidsTV123”, a child-friendly educational YouTube channel, presents English vocabulary through songs, animations, and repetitive structure that support pronunciation, spelling, and meaning retention. The use of audiovisual elements aligns with multimedia learning principles, which suggest that combining visual and auditory input enhances memory and understanding (Mayer, 2009). Its accessibility and entertaining format make it a promising tool for vocabulary instruction at the elementary level, especially in rural schools where other media resources may be limited.

The novelty of this study lies in the variety of classroom activities that integrate YouTube videos to teach vocabulary by addressing not only meaning, but also pronunciation and spelling. Although YouTube has been widely used in educational contexts, focused research describing the implementation of the KidsTV123 channel in rural elementary school settings remains limited. This study does not aim to measure the effectiveness of the media, but rather to describe in detail how KidsTV123 is implemented in classroom practice and how it supports the teaching of vocabulary aspects, including pronunciation, spelling, and meaning. By presenting a classroom-based case study, this research provides contextual insights into how digital media is utilized in vocabulary instruction among young EFL learners.

1.2 Reasons for Choosing the Topic

There are several reasons why the researcher chooses the topic "Using YouTube Channel KidsTV123 to Teach Vocabulary (Pronunciation, spelling, and meaning) of 4th Grade Students at SDN Klepu 04":

1. Vocabulary is the foundation of English learning

   Vocabulary plays a crucial role in developing the four language skills-listening, speaking, reading, and writing. Without sufficient vocabulary, students cannot communicate or comprehend English effectively. Therefore, teaching vocabulary at the elementary level is an essential part of English language learning.

   In this study, the teaching of vocabulary is specifically focused on pronunciation, spelling, and meaning. This limitation is determined because these three aspects represent the fundamental elements of vocabulary acquisition for young learners. Pronunciation, is important to ensure that students can articulate words correctly and avoid misunderstanding during communication. Spelling helps students

recognize the written form of words, supporting both reading and writing skills. Meanwhile, meaning serves as the core of vocabulary learning, enabling students to understand the definitions of words and use them appropriately in context. By content rating on these there basic components, this study aims to provide a more focused and developmentally appropriate vocabulary instruction for fourth-grade students.

2. Many elementary students still struggle with vocabulary learning.

    In the Indonesian context, students often face difficulties in mastering pronunciation because of limited exposure to English and monotonous, teacher-centered learning. These issues can lead to low motivation and poor vocabulary retention among young learners.

    YouTube videos can help address these issues by providing engaging, authentic, and contextualized language input. Videos with native or fluent English speakers allow students to hear correct pronunciation, rhythm, and intonation repeatedly, which supports listening skills and phonological awareness. Additionally, the visual and auditory elements in YouTube videos make learning more interactive and motivating, helping students remember

3. KidsTV123 is suitable and appealing for young learners.

    The kidsTV123 channel presents vocabulary through colorful animations, songs, and repetition-features that can help young learners acquire pronunciation naturally and enjoyably. These elements create an immersive and playful environment where children are exposed to words in context, making the learning process feel like entertainment rather than a chore. For instance, the vibrant visuals and rhythmic tunes encourage active participation, allowing kids to mimic sounds and phrases effortlessly, which builds confidence in their speaking skills over time. By incorporating repetition,

the channel reinforces key terms without overwhelming learners, ensuring that concepts stick through repeated exposure.

Using this channel in vocabulary instruction is expected to significally increase student engagement, as the interactive and fun format captivates attention and motivates participation in classroom activities. Moreover, it can lead to improved learning outcomes, such as better retention of words, enhanced spelling recognition, and a deeper understanding of meanings, ultimately fostering a positive attitude toward language acquisition among elementary students.

This approach aligns with modern educational strategies that leverage multimedia to cater to diverse learning styles, making vocabulary lessons more accessible and effective for young minds.

4. Traditional vocabulary teaching methods are less engaging.

At SDN Klepu 04, vocabulary teaching is often conducted through methods of memorizing word lists and translating meanings into Indonesian. Students are expected to mechanically repeat these words, without elements that encourage deep understanding or the use of words in everyday situations. This approach generally relies on written exercises and memorization tests, where the main focus is on mastering words in isolation rather than integrating them into a boarder context.

One of the main shortcomings of this method is the lack of active interaction between students and the learning material. Without sufficient contextual practice, students are rarely given the opportunity to use these words in sentences or real-life scenarios, such as in simple conversations or stories. This makes the learning process feel static and less encouraging of active participation, making it difficult for students to connect vocabulary with their life experiences.

As a result, such an approach makes English language learning less interesting and less effective for young learners. Children at elementary school age tend to get bored more easily with monotonous methods, which can reduce their motivation to learn. Without elements of entertainment or practical engagement, learning outcomes are often suboptimal, as students may only memorize temporarily without lasting understanding. This approach also does not consider the learning styles of children who prefer interactive activities, thus hindering the overall development of their language skills.

1.3 Research Questions

Based on the background described above, the main problem of this study is the low vocabulary mastery of fourth-grade students at SDN Klepu 04, particularly in terms of pronunciation of English words. This issue is believed to be influenced by the limited use of engaging learning media and the predominance of teacher-centered learning methods. Accordingly, the research questions of this study are formulated as follows:

1. How is the implementation of the YouTube Channel KidsTV123 in teaching English vocabulary (pronunciation, spelling, meaning) to the fourth-grade students of SDN Klepu 04?
2. To what extent can the YouTube Channel KidsTV123 be used to teach vocabulary?

1.4 Research Objectives

The objectives of this study are as follows:

1. To describe the implementation of YouTube Channel KidsTV123 in teaching English vocabulary (pronunciation, spelling, meaning) to the fourth-grade students of SDN Klepu 04.
2. To describe the use of YouTube channel KidsTV123 in teaching vocabulary, especially pronunciation, spelling, meaning.

1.5 Research Significances

This study is expected to provide several significant contributions in theoretical, practical, and pedagogical aspects.

1. Theoretical Significances

   Theoretically, this research contributes to the existing literature on English language teaching, particularly in the field of *Computer-Assisted Language Learning (CALL)* and vocabulary instruction. By using the YouTube channel KidsTV123 as a learning medium, this study provides empirical evidence on how audiovisual materials can support young learners in developing their vocabulary, especially in terms of pronunciation. Furthermore, it extends the application of multimedia learning theory to the context of Indonesian primary education, enriching the understanding of how digital resources can enhance language learning outcomes.

2. Practical Significances

   Practically, the findings of this study are expected to assist English teachers, especially those in primary schools, in utilizing YouTube videos as effective and engaging media for teaching pronunciation. The research may serve as a reference for teachers in designing interactive classroom activities that integrate technology, such as pre-viewing and post-viewing tasks using KidsTV123 videos. In addition, this study can help school administrators and curriculum developers to consider

incorporating digital platforms like YouTube into English language teaching to create a more enjoyable and authentic learning to create a more enjoyable and authentic learning environment for students.

3. Pedagogical Significances

Pedagogically, this study provides insights into how teachers can design and implement pronunciation-focused vocabulary lessons using audiovisual materials. The use of KidsTV123 videos can help fosters students listening discrimination, pronunciation accuracy, and vocabulary retention through visual and auditory modeling. Moreover, the results of this research can be used as a basis for teacher training or professional development programs, encouraging educators to adopt innovative, student-centered, and media-based approaches in English language instruction at the elementary level.